

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PRESCHOOL PROGRAM FACILITATOR LEAD TEACHER, EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT EDUCATIONAL PROGRAM SERVICES DEPARTMENT**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of professional work to assist in the coordination of the Exceptional Children's Preschool Services for the Guilford County Schools. The purpose of this position is to assist with addressing the impact that federal statutory and state requirements have regarding procedural and instructional accountability. Work involves functioning as a consultant to schools and ensuring the implementation of required policies and procedures affecting students with disabilities. Employee is responsible for reviewing psychological reports, medical reports, IEPs and achievement test results to help determine eligibility and placement of students with disabilities. Work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise considerable independent judgment and initiative in the performance of assignments. Reports to the assigned Administrator – Exceptional Children Services and Executive Director.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Assists in assuring compliance with state/federal rules and regulations in assigned schools.

Attends countywide IEP meetings, LEA for preschool itinerant.

Re Involves issues relating to the delivery of special education services for itinerant preschool services.

Provides technical assistance to special education itinerant teachers in developing appropriate IEPs, scheduling, developing behavior management plans, etc.

As appropriate, acts as a mentor to "Initially Licensed" special education teachers.

Conducts student observations required for eligibility determination, as needed.

Upon request schedules/conducts staff development activities for preschool teachers.

Coordinates transition of children from Early Intervention to School Services.

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Coordinates all initial referrals for special education services.

Supervises and coordinates preschool itinerant staff and contract agencies (this includes teacher observation).

Acts as SIMS operator for itinerant preschoolers.

Is an active member of LICC (local interagency).

**ADDITIONAL JOB FUNCTIONS**

Reviews CDSA evaluations.

Performs other related work as required.

**MINIMUM TRAINING AND EXPERIENCE**

Degree in Special Education or a related field, and at least 3 years of successful teaching experience with students that have disabilities; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondences, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

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**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

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General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.  
Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

**DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.